



RICE HUMANITIES

Center for Languages and Intercultural Communication

Second Year Spanish I**SPAN 263****Fall 2019****Section 3: MWF 11:00-11:50 am / HRZ 211****Instructor:** Claudia Garcia-Rueda**Office hours:** By appointment**Office:** 223 Rayzor Hall**Email:** cg49@rice.edu

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*****Prerequisite: Span 142 OR placement in 263 by the Spanish Placement Test OR equivalent transfer credit*******Materials:** *Conectándonos*, 2nd ed. Kendall Hunt. ISBN 978-1465257307. Other materials such as authentic language data samples in written and audio/visual form will be made available in class and through CANVAS.**STUDY ABROAD**

For students considering study abroad, there are two CLIC summer study abroad programs, Rice in Costa Rica and Rice in Spain. Pre-requirement for Rice in Costa Rica is SPAN 142 and for Rice in Spain is SPAN 321.

Courses offered abroad:

Rice in Costa Rica (SPAN 263 and 264)

Rice in Spain (SPAN 322 and 324 - Medical)

Students should plan ahead in order to apply. Please, check important information in our website or share your interest and questions with your instructor: <https://clic.rice.edu/study-abroad>**Course Description**

Span 263 is a 3-hour credit course designed to expand and refine the fundamentals of Spanish in the four skills; speaking, listening, reading, and writing. It is the third course in the Spanish language sequence where, through a student-centered, critical-thinking approach to language analysis and language acquisition, students a) expand on their existing body of language; b) begin to work with

more complex linguistic structures of Spanish; c) continue to develop and refine interactional competence; d) expand on the socio-cultural concepts and values of the Spanish-speaking world; and e) continue to develop a pragmatic knowledge of Spanish.

NOTE: The acquisition and mastering of effective communicational/interactional skills in an L2 constitute a complex task; it implies knowledge of the social and cultural values of the target language and the ability to produce speech acts (actions) that are appropriate for specific situations. In order to achieve these skills, students in this course will analyze specific speech acts and common conversational practices to become aware of the different ways in which speakers of Spanish conceive each other; **b)** develop their critical understanding of the sociolinguistic and sociocultural aspects of language use; and **c)** understand how through language and language use speakers construct their identity and work collaboratively with others to co-construct meaning.

Course Objectives

1. Intermediate knowledge of grammar structures and acquisition of vocabulary related to the home, travel, illnesses and the body, diets and medicine, and means of communication.
2. Intermediate knowledge as it relates to the development of communicative and interactional abilities in Spanish.
3. Acquisition of skills relating to the development of analytical competence (analysis of language, critical thinking, etc.).
4. Development of sociocultural/intercultural awareness.
- 5.

Course Outcomes

By the end of the semester, students should be able to do the following:

Listening

- Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

Reading

- Understand factual texts on subjects related to their interests that consist mainly of high frequency every day or job-related language.
- Recognize significant points in straightforward newspaper articles on familiar subjects and can understand the description of events, feelings and wishes.

Speaking (interaction)

- Exploit a range of simple language to deal with most situations likely to arise whilst travelling.
- Enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Speaking (production)

- Describe experiences and events, dreams, hopes and ambitions and can briefly give reasons and explanations for opinions and plans.

Writing

- Write simple texts on topics which are familiar or of personal interest by linking a series of shorter discrete elements into a linear sequence.
- Write personal letters describing events, experiences and impressions.

Intercultural Learning

- Compare and contrast their own culture through the analysis of the different Spanish-speaking cultures.
- Apply knowledge and critical thinking to proposed cultural issues and use diverse frames of reference to address problems.
- Communicate and connect with people in other communities and in various environments with cultural appropriateness.
- Develop an informed critical awareness and understanding of cultural differences, similarities and ambiguities in relation to the Spanish-speaking world.

Interactional Learning

- Demonstrate active listening with a wide variety of reactions in multiple settings.
- Participate and continue a conversation by expanding on topics and asking substantive follow-up questions.
- Use a variety of appropriate greetings and farewells that vary by social context.
- Identify moments of miscommunication and apply strategies to resolve problems in a conversation by asking for help from other speakers and offering help to other speakers as well.
- Be able to initiate, accept, or reject an invitation.
- Express gratitude in various settings in ways that vary by interlocutor.

Class Guidelines

Participation: In this class, each one of you will be treated as an adult who made a choice to learn a language. As such, you will not be monitored or graded with regards to your behavior in class (aka Participation Grade). Keep in mind languages are learned in action – in class- so you will benefit from being an active participant. A collaborative effort is expected to ensure an engaging and effective class experience and a successful semester.

Any issues regarding this policy of participation will be addressed individually.

Examples of Good/outstanding participation are as follow:

- Using Spanish in all related class activities and discussions.
- Being proactive and attentive.
- Listening respectfully and attentively to others.

- Coming to class well prepared (bring textbook, read assigned lessons **before** class, etc) and arriving on time.
- Actively participating in individual, small group, and whole class activities and discussions.
- Remaining on-task

THINGS TO AVOID

- Texting
- Side and off-topic conversations
- Active cell phone use (Cell phones must be turned to vibrate and NOT visible during class)
- Sleeping
- Coming to class under the influence of substances
- Use computers for items not related to the course

NOTE: Any behavior considered disruptive or that does not contribute positively to the learning environment of the classroom will be sanctioned as stated in the Student Code of Conduct. Violations of the Code of Conduct will not be tolerated. <http://www.students.rice.edu/students/Conduct.asp>

Attendance: Attendance to class is essential. More than 3 unexcused absences will drop the final grade by one third level for each day missed (i.e. from A to A-).

Excused absences are **ONLY** allowed in the case of:

- Participation in university-sponsored activities
- Observance of religious holidays
- Serious illness

You must inform your professor **via email** before your absence or the day you return to class. If you fail to inform the professor, the absence will be counted as unexcused.

Missing class to study for another course is not acceptable. It is your responsibility to manage your time. If you miss a class, it is your responsibility to catch up with what was covered in class that day and should contact a **classmate** not the instructor.

Punctuality: Is required. Constant late arrival, early departure and/or frequently exiting the class will negatively affect the final grade as much as being absent.

5 late arrivals (more than 5 mins. Late) = 1 unexcused absence

Make -ups:

If you know in advance that you will not be able to take an exam, you must make arrangements with your instructor **prior** to the missed exam to take it. If you have an unforeseen emergency on the day of the exam, you must contact the instructor ASAP or BEFORE you miss the scheduled time for the exam to make other arrangements. Make-ups will **only** be allowed if you contact the instructor (by phone, e-mail, or in person) ahead of time or **48 hours** after an emergency.

Grade Distribution

SPEAKING & LISTENING	40%
INTERACTIONAL Oral Exams (2) Conversations with Advanced/Native Speaker (3) PRESENTATIONAL Cultural Event	20% 10% 10%

WRITING, READING, & LISTENING	60%
Homework (SAO, CLIC conversations, worksheets, etc.) Composiciones (3) Escrituras Quizzes (4) Exams (2)	10% 10% 10% 10% 20%
TOTAL	100%

The final grade will be calculated using the following distribution:

A+	99-100	B+	88-89	C+	78-79	D+	68-69
A	94-98	B	84-87	C	74-77	D	64-67
A-	90-93	B-	80-83	C-	70-73	D-	60-63

An average less than a 60 constitutes an F.

Course assignments

1. Homework. Homework in Spanish 263 will take many forms. The most important, which is not necessarily “assigned” but should be done daily, is studying (for example preparing the vocabulary before the start of each unit). This can be done according to each student’s needs and habits, but is necessary in order to create a good foundation starting on the first day of the semester. Homework will also include:

- a) **Supplemental Activities Online (SAO):** These exercises are indicated in the class calendar and are to be completed at your own pace. These must be completed by class time on test days. To complete each homework simply log on to the textbook’s website: <http://www.grtep.com/>

NOTE: Each set of SAO exercises for each chapter is either complete with 100% credit or incomplete with 0% credit. You may receive an incomplete if there are too many errors and will be given the chance to correct the homework and change the grade to a complete with a specific due date set by your instructor.

- b) **Escrituras:** The purpose of the *Escrituras* is to help students further develop their writing abilities in Spanish. The emphasis in these exercises is on students writing and expressing themselves, but without worrying too much about the correctness of grammatical structures. When an *Escritura* allows for an open paragraph response, it should be about 8 - 10 complete sentences in length. You may receive an incomplete if there are too many errors and will be given the chance to correct the homework and change the grade to a complete with a specific due date set by your instructor. *Escrituras* are exercises from the SAO but will be turned in via Canvas. Therefore, SAO activities assigned for *Escrituras* are excused from the online program since they are submitted on Canvas.

2. Composiciones: There will be 3 compositions that will formally assess your written communication abilities in Spanish. One of the compositions will be an in-class writing assignment.

3. Quizzes and Exams: They will test your acquired knowledge of the material and competences worked on in class such as reading, writing, and listening, cultural awareness and language analysis. Quizzes will be taken in class, will last about 10-15 minutes, and will focus on one chapter at a time. Exams will last approximately 50 minutes. There will be 4 vocabulary quizzes (after chapters 9, 10, 11, and 12), grammar quizzes as needed. There will be 2 Unit Exams (after chapters 9-10 and 11-12). There is no final written exam.

4. Oral assessments: The activities to assess your oral abilities will be structured as follows:

- a) **Oral Exams (play-roles):** There will also be two oral exams to be completed in pairs. This will last about 7-10 minutes and will be completed outside of class time. The goal is for students to demonstrate their ability to establish a conversation or role play exercise in an “impromptu”

situation using the grammar, vocabulary and conversation strategies covered during the semester. This activity should be an exercise in real communication in that it will involve their expression, interpretation, and negotiation of meaning-bearing information with a peer or the instructor.

- b) **Conversations:** Students will engage in 3 conversation assignments with advanced and/or native speakers. The first and last conversations must be filmed and submitted through CANVAS. In addition, students will turn in a self-assessment sheet where they analyze their conversation and indicate specific conversational features/practices/strategies that made the interaction a successful one. Finally, students will also submit a critical reflection, in Spanish.

5. Cultural Event Video Presentation: To enhance your knowledge of Spanish Culture and to link that knowledge of Spanish Language to the Spanish speaking community in Houston you will choose to attend one Hispanic related cultural event. You will then create a video describing and evaluating your experience. More detailed instructions will be provided later in the semester. Information about cultural events in the Houston area will be available on Canvas. Last day to submit the video on Canvas or share through Gooogle Drive is December, 6th. Further instructions and suggestions will be available on Canvas.

Your event must be pre-approved by the professor.

LATE WORK POLICY

- **Homework** will automatically get 10 pts or 10% deducted for each day late. If the homework is turned in on the right date but at later time than assigned, 10 pts or 10% will be deducted.
- **Composiciones & Escrituras** will automatically get 10 pts or 10% deducted for each day late. If the assignment is turned in on the right day but at a later time than assigned, 10 pts will be deducted.
- **Conversations** (recordings and additional documents) will automatically get 10 pts or 10% deducted for each day late. If the assignment is turned in on the right day but at a later time than assigned, 10 pts will be deducted.
- **Cultural Event Video** will automatically get 10 pts or 10% deducted for each day late. If the assignment is turned in on the right day but at a later time than assigned, 10 pts will be deducted.

POLICIES

Honor Code: All work is bound by the Honor Code. Students may consult with classmates, friends, the instructor and/or tutor for projects, homework and most assignments. Use a dictionary or textbook is encouraged in everything except quizzes and unit exams. Students may not copy someone else's work, information on the Internet, or have someone else write their homework for them. All sources in written work and presentations must be properly acknowledged. All tests and quizzes in SPAN 263 are under the Honor Code and must be each student's own work. The provisions of the Honor Code will be strictly enforced.

Final grades: Grades are posted on Canvas throughout the semester. Keep your returned graded materials for your records. Once the semester is over, there is no further assignment or meeting intended to boost or change the grade. Follow your grades and performance during the semester and verify your Canvas before the last week of class.

CAMPUS RESOURCES

If you experience difficulties in this course, do not hesitate to consult with the instructor. There are also other resources that can support you in your efforts to meet course requirements and overall a healthy and productive semester. If I suspect you need additional support, expect that I will express to you my concerns. It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help, if needed, is available.

Wellbeing and Counseling Center: Supports student development and success by providing a good first point of contact for students who want to talk to someone about solutions to their wellbeing and mental health concerns.

Center for Career Development: Offers programs, services and resources to guide you in pursuing your career goals. We equip you with the skills and confidence needed to discover your interests and navigate your career journey from college to graduation, and throughout your life.

Language Consultants: The Rice CLIC offers language consultants free of charge to all language students. You can use this resource as you see fit but keep in the mind the Honor Code limitations.

Spanish Table: The Rice CLIC offers weekly Spanish tables at the residential colleges for students to practice their conversational skills. All levels are welcome. The schedule is available at the [Language Table](#) website. Schedule of hours available in the [CLIClab](#) website.

Disability Support Services: Any student with a documented disability seeking academic adjustments or accommodations is requested to speak with me during the **first two weeks** of class. All such discussions will remain as confidential as possible. Students with disabilities will need to also contact **Disability Support Services in the Allen Center**.

Emergency Phone Number: In case of an on-campus emergency call Rice Police: 713-348-6000